



**TEACHING LISTENING TO THE ELEVENTH GRADE
STUDENTS OF MA NAHDLATUL MUSLIMIN
UNDAAN KUDUS IN 2014/2015 ACADEMIC YEAR
BY USING VOICE AND ACTING GAME**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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OF MA NAHDLATUL MUSLIMIN UNDAAN KUDUS
IN 2014/2015 ACADEMIC YEAR
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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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2015**

MOTTO AND DEDICATION

Motto :

- ❖ *Knowledge is power.*
- ❖ *Never too late to do the right*

This skripsi dedicated to:

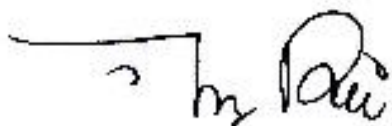
- *Her beloved mother; Maslichah*
- *Her beloved father; Noor Gito*
- *Her dearest brother; Hadad Al Qhidzir*
- *Her beloved sister; Zulfa Zilzalah Alfalah*
who always accompany her from the
heaven
- *Her best friends; Nunung, Sri, Dian,*
Rizka, and Ulin.
- *All friends and family*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of ZENI MUZAZIZAH
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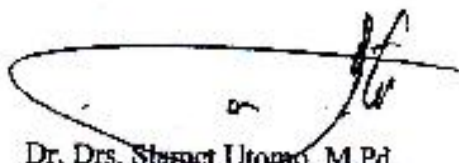
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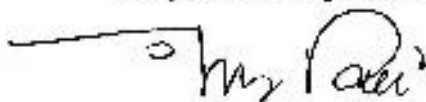


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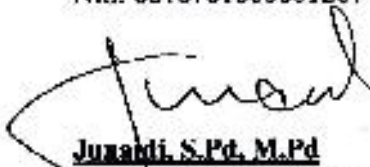
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Kudus, May 2015

The writer,

Zeni Muzazizah

ABSTRACT

Muzazizah, Zeni. 2015. *Teaching Listening to the Eleventh Grade Students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 Academic Year by Using Voice and Acting Game*. Skripsi. Department of English Education. Faculty of Teacher Training and Education. University of Muria Kudus. Advisors: (i) Drs. Suprihadi, M.Pd. (ii) Dr.Drs. Slamet Utomo, M.Pd.

Key words: Listening Ability, Voice and Acting Game

Listening is one of English skills and it is one of the ways to learn English. Listening is more than merely hearing words. Listening is an active process from responding to spoken. Teaching listening skill is one of the most difficult skills for any ESL teachers. Teaching English listening must be supported by using technique. In fact, many students have difficulties in listening skill. They cannot understand and respond spoken English well especially by native speaker. The teacher must have a good creative technique to increase listening ability. Based on the fact above, the researcher thinks that it would be better using voice and acting game to solve the problem. Voice and acting game is one of game in drama games. Voice and acting includes in free technique, which is the students listen and do acting what the teacher's voice and the dubbers' voice. The researcher is interested in using voice and acting game because this technique is more enjoyable in learning process.

The objective of this research is to find out whether or not that there is a significant difference between the listening ability of the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 academic year before and after being taught by using voice and acting game.

The design of this research is quantitative experimental research. The researcher uses one group pre-test post-test. The subject of this research are 38 students. Because it is done in one group without control group. The data were collected by giving test for pre-test and post-test. The test is written test, that is close test or missing word.

The result of this research indicates that the listening ability of the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 academic year before being taught by using voice and acting game, the researcher found the maximum score is 75, and the minimum score is 30. The calculation of the data showed the mean is 54.55 and the standard deviation is 11.2. It is categorized as sufficient. Meanwhile, the result of the listening ability of the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 academic year after being taught by using voice and acting game, the researcher found the maximum score is 95, and the minimum score is 60. The calculation of the data showed the mean is 80.5 and the standard deviation is 6.84. It is categorized as good. For the analyzing data, the researcher used t-test. The result of t-observation (t_o) is 17.87. Based on (df) 37 in the level of significance 0.05 t-

table (t_t) is 2.021. It means that t -observation is higher than t -table ($t_o > t_t$). It indicates that the null hypothesis that there is significant difference between the listening ability of the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 academic year before and after being taught by using voice and acting game is denied. On the other hand, the hypothesis that there is significant difference between the listening ability of the eleventh grade students of MA Nahdlatul Muslimin Undaan Kudus in 2014/2015 academic year before and after being taught by using voice and acting game is confirmed.

Therefore, the researcher has a suggestion that the teacher would be better to use voice and acting game in teaching listening ability. So, the students can understand what people say and improve their listening ability.



ABSTRAK

Muzazizah, Zeni. 2015. *Pengajaran Mendengarkan untuk Siswa Kelas Sebelas MA Nahdlatul Muslimin Undaan Kudus Tahun Ajaran 2014/2015 dengan Menggunakan Permainan Suara dan Akting*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Drs. Suprihadi, M.Pd (ii) Dr.Drs. Slamet Utomo, M.Pd.

Kata kunci : Kemampuan Mendengarkan, Permainan Suara dan Akting

Mendengarkan adalah salah satu kemampuan dalam bahasa inggris dan salah satu cara mempelajari bahasa inggris. Mendengarkan tidak hanya mendengarkan kata-kata. Mendengarkan adalah proses aktif dari merespon sampai berbicara. Pengajaran kemampuan mendengarkan adalah salah satu kemampuan yang paling sulit untuk guru-guru ESL. Pengajaran kemampuan mendengarkan harus didukung dengan penggunaan tehnik yang sesuai. Faktanya, banyak siswa mempunyai kesulitan dalam kemampuan mendengarkan. Mereka tidak dapat memahami dan merespon pembicaraan bahasa inggris dengan baik khususnya pembicara asli. Seorang guru harus mempunyai tehnik yang baik dan kreatif untuk meningkatkan kemampuan mendengarkan. Berdasarkan fakta diatas, peneliti berfikir bahwa itu akan lebih baik menggunakan permainan suara dan acting untuk menyelesaikan masalah itu. Permainan suara dan akting adalah salah satu jenis permainan drama. Permainan suara dan akting termasuk dalam tehnik bebas yang dimana siswa mendengarkan dan berakting mengikuti suara guru dan suara dubber. Tehnik ini hampir sama dengan tehnik drama dalam pengajaran mendengarkan. Peneliti sangat tertarik dalam menggunakan permainan suara dan akting karena tehnik ini sangat menyenangkan dalam proses pembelajaran.

Tujuan dari penelitian ini adalah unuk menemukan ada atau tidaknya perbedaan antara kemampuan mendengarkan siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajarkan menggunakan permainan suara dan akting.

Jenis penelitian yang digunakan adalah penelitian kuantitatif eksperimen. Peneliti menggunakan satu kelompok pretest posttest. Jumlah subjek yang diteliti ada 38 siswa. Karena dilakukan dalam satu kelompok tanpa kelompok pembanding. Tes yang digunakan adalah tes tertulis berupa close test atau melengkapi kata.

Hasil dari penelitian ini menunjukkan bahwa kemampuan mendengarkan siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus tahun ajaran 2014/2015 sebelum diajarkan menggunakan permainan suara dan akting, peneliti menemukan skor maksimal siswa adalah 75, dan skor minimum siswa adalah 30. Perhitungan data menunjukkan rata-rata score adalah 54.55 and standard deviation (SD) adalah 11.2. Itu dapat dikategorikan sebagai “cukup”. Sementara , hasil kemampuan mendengarkan siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus tahun ajaran 2014/2015 sesudah diajarkan menggunakan permainan suara

dan akting, peneliti menemukan skor maksimal siswa adalah 95, dan skor minimum siswa adalah 60. Perhitungan data menunjukkan rata-rata score adalah 80.5 and standard deviation (SD) adalah 6.84. Itu dapat dikategorikan sebagai “bagus”. Dalam menganalisis data, peneliti menggunakan perhitungan t-test. Hasil dari t-observation (t_o) adalah 17.87. Berdasarkan (df) 37 dalam tingkatan perbedaan 0.05 t-table (t_t) adalah 2.021. Itu menunjukkan bahwa t-observation lebih tinggi dari pada t-table ($t_o > t_t$). Itu menunjukkan bahwa null hypothesisnya ada perbedaan antara kemampuan mendengarkan siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajarkan menggunakan permainan suara dan akting disangkal. Dan hypothesisnya ada perbedaan antara kemampuan mendengarkan siswa kelas sebelas MA Nahdlatul Muslimin Undaan Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajarkan menggunakan permainan suara dan akting diterima.

Oleh karena itu, peneliti member saran pada pada guru untuk lebih baik menggunakan permainan suara dan akting dalam pengajaran kemampuan mendengarkan. Jadi, siswa dapat memahami apa yang orang-orang katakan dan meningkatkan kemampuan mendengarkan mereka.



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